Course Information

Salt Lake Community College

Personality Theory

PSY 2250-001

Fall 2024

Personality Theory

PSY2250 001

Course Description

Prereq: ENGL 1010 and PSY 1010. An introduction to the psychological study of personality which focuses on personality theory, personality assessment techniques and personality change with emphasis on developing a scientific approach to understanding self.

Semester: All

This course will provide you with an introduction to the psychological study of personality,

which focuses on personality theory, personality assessment techniques, and personality change

with an emphasis on developing a scientific approach to understanding self. In sum, we will be

examining the complex, individual artistry that is you.

Textbooks, Readings, and Course Materials

Authors: Mark Kelland
Publication Date: 2017
Title: Personality Theory
Subtitle: Open Educational Resource (OER)

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Course Prerequisites/Co-requisites

PSY 1010 and ENGL 1010

Course Student Learning Outcomes

- Describe the major tenets of classical and contemporary personality theories, as well as recognize their contextual assumptions (e.g. historical, experiential, cultural).

- Evaluate various personality theories based on research support, limitations, and applications.

- Describe the methods involved in personality psychology research and assessment.

- Explain the important variables that influence personality and its development (e.g. individual differences, biology, environment, culture) from various theoretical perspectives.

- Examine how personality influences important aspects of well-being (e.g. interpersonal, emotional, mental health).

- Apply aspects of personality theories to understanding self and others.

How to Succeed in the Course

How To Succeed in This Course:

1. Assume technology will fail from time-to-time and create a back-up-plan for course participation.
2. Access the Canvas course site at least every other day.
3. Take practice quizzes.
4. Access your bruinmail email account often (once/day). This is your official means of communication for the course. Your instructor will not use any other e-mail address to communicate with you.
5. Observe the course schedule and honor the dates within it.
6. Review the course syllabus. Understand your responsibilities as a student learner in the course.
7. Model the skills and techniques you're learning.
8. Use only workplace/classroom appropriate language to communicate in your documents, messages, and postings (no profanity, vulgarity, or offensive language). Create text that is free of spelling and grammar errors.
9. Save electronic copies of all documents and messages (e-mail) you create and submit for the course (easier to resend then recreate).
10. Contribute to group assignments to the best of your ability. Inform the instructor if you experience computer-related problems that affect your ability to participate in the course.
11. Ask for help as soon as you need it. Your instructor is a good starting point.
12. Stay on top of your grades.
13. If something occurs in your life that will have a significant impact on your ability to participate in this course, inform your instructor and SLCC as soon as possible.

Other factors that will make this class (and others!) more helpful and meaningful to you:

- Listen to others until you understand their viewpoint. Remember, understanding does NOT imply agreement with their viewpoint.

- Listen without preparing your response.

- Resist the need to convince others that you are right.

- Take responsibility for clarifying your own perspectives.

- Seek to expand your perspectives to the world around you.

Grading Scale

Final Grade Distribution

Grade:	A	A-	B+	B	B-	C+
Percent:	≥ 94%	≥ 90%	≥ 87%	≥ 84%	≥ 80%	≥ 77%

Grade:	C	C-	D+	D	D-	E
Percent:	≥ 74%	≥ 70%	≥ 67%	≥ 64%	≥ 60%	< 60%

Course Grading Policies

Late/Missed Assignment Policy:

Late assignments will not be accepted for full credit except in cases of unusual and documented circumstances. Exceptions are allowed only if the emergency occurred between 24 hours prior and 24 hours after the assignment due date and time. Moreover, I must have documentation of the emergency. In these rare cases, the instructor and student will establish an appropriate due date, based on the nature of the emergency. Priorities for exceptions are truly unusual and unavoidable situations. Thinking an assignment is due on a different date, coursework for other classes, work schedules, etc. are not considered unusual circumstances. For non-emergencies, there will be a 20% deduction for every 24 hours the assignment is late. Please make every effort to submit assignments on time.

Communication Plan

Contact Policy:

I am as accessible to students as possible through email and other online meeting methods. My response to emails is typically 24 hours; during my online or virtual office hours, I should be readily available to respond to emails. If you do not hear from me within 48 hours of your email (excluding weekends), please resend the email. When you email me with an issue or question about an assignment, use a descriptive subject line for your email message and include your class section (001 or 501). In addition, please consider the following regarding class communication:

What You Can Expect From Me:

- I will grade your assignments within 1 week of submission. Please be sure to read my feedback for recommendations on improving future assignments, when relevant.
- I will log into the course and check my bruinmail account at least twice daily during weekdays, typically once in the morning and again in the late afternoon.
- I will participate in the discussion boards, but comment only on a few posts within the forum. Indeed, I want you and your peers to navigate and facilitate your discussion – not me.

What I Expect From You:

- Check your bruinmail account and log into the course at least once per day.
- Complete assignments before or on the due dates and times. Please consult the "Late Assignment Policy" in this syllabus or contact me with questions you may have. NOTE: discussion board "posts" and "replies" have different due dates – see "Discussion Board Assignments" section in this syllabus. Speaking of discussion boards…

- Be sure to participate in discussion boards weekly. Online discussions will allow us to explore, analyze, and evaluate various psychological phenomena. Moreover, the ideas and insight we glean from each other will be invaluable to this interactive approach to examining psychological science. You will be asked to make a thoughtful response to a question, and respond to at least 2 of your classmates' posts, while also maintaining class "netiquette" (see "Netiquette" policy).

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	[7 point differential](#)	Assignment	7
	[Adler & Horney Practice Quiz](#)	Quiz	0
	[Allport - Practice Quiz](#)	Quiz	0
	[Any Questions? (optional)](#)	Discussion	0
	[Bandura - Practice Quiz](#)	Quiz	0
	[Cattell & Big Five - Practice Quiz](#)	Quiz	0
	[Freud and Classical Psychoanalysis - Practice Quiz (not for a grade)](#)	Quiz	0
	[Introduce Yourself](#)	Discussion	0
	[Jung and Analytical Psychology - Practice Quiz (not for a grade)](#)	Quiz	0
	[Maslow: Practice Quiz](#)	Quiz	0

Due Date	Assignment Name	Assignment Type	Points
	[Practice Quiz - Erikson](#)	Quiz	0
	[Practice Quiz: Buddhism and Personality](#)	Quiz	0
	[Rogers: Person-Centered Theory - Practice Quiz](#)	Quiz	0
	[Skinner and Behaviorism Practice Quiz](#)	Quiz	0
	[Traits in Cognitive Social Learning Theory - Practice Quiz](#)	Quiz	0
8/27/24	[Introduce Yourself (Post by August 27th)](#)	Discussion	7
8/27/24	[Introduction to Personality - Application Assignment](#)	Assignment	10
8/30/24	[The Freudian Unconscious (Post by Friday, August 30th; Reply by Tuesday, September 3rd)](#)	Discussion	7
9/3/24	[Freud and Classical Psychoanalysis - Application Assignment](#)	Assignment	10

Due Date	Assignment Name	Assignment Type	Points
9/9/24	Introduction to Expand Your Personality and the Library's Research Databases	Assignment	5
9/12/24	Jung and Analytical Psychology - Application Assignment	Assignment	10
9/13/24	Exam 1 (Fall 2024)	Quiz	40
9/13/24	Understanding Others Through an Eriksonian Lens	Discussion	7
9/16/24	Application Assignment - Erikson and Psychosocial Development	Assignment	10
9/23/24	Checking In (Survey)	Quiz	3
9/23/24	Paper Statement	Assignment	5
9/27/24	Neurosis and Human Growth	Discussion	7
9/30/24	Application Assignment - Individual Psychology (Adler, Sullivan) and Relational Theory (Horney, Fromm)	Assignment	10
10/4/24	Exam 2 (Fall 2024)	Quiz	40

Due Date	Assignment Name	Assignment Type	Points
10/7/24	Application Assignment - Attachment Theory	Assignment	10
10/11/24	Life History Theory	Discussion	7
10/11/24	Web Articles and Websites	Assignment	5
10/16/24	Application Assignment - Biological Theories	Assignment	10
10/25/24	What's the Deal with Openness? (I'm running out of "catchy" titles)	Discussion	7
10/25/24	How to Read a Scientific Paper	Assignment	5
10/28/24	Application Assignment - Trait Theories	Assignment	10
11/1/24	Exam 3 (Fall 2024)	Quiz	40
11/4/24	Application Assignment - Skinner and Behaviorism	Assignment	10
11/4/24	Paper Outline or Rough Draft	Assignment	10
11/8/24	Personality Consistency?	Discussion	7
11/15/24	Reciprocal Determinism and Your Personality	Discussion	7

Due Date	Assignment Name	Assignment Type	Points
11/18/24	Application Assignment - Cognitive Social Learning Theory	Assignment	10
11/22/24	Exam 4 (Fall 2024)	Quiz	40
12/3/24	Expand Your Personality - Final Paper Submission	Assignment	50
12/5/24	Application Assignment - Rogers & Maslow	Assignment	10
12/6/24	Maslow's Hierarchy	Discussion	7
12/6/24	Favorite Theory: Extra Credit (Part 1)	Assignment	0
12/10/24	Application Assignment - Frankl and Logotherapy, Existentialism, and Meaning in Life	Assignment	10
12/11/24	The Search for Meaning	Discussion	7
12/12/24	Exam 5 (Fall 2024)	Quiz	40
12/12/24	Favorite Theory: Extra Credit (Part 2)	Assignment	0
12/12/24	SLCC Course Evaluation - extra credit	Assignment	0

Coursework & Assignment Descriptions

EXAMS (160 points):

There will be 5 exams throughout the semester (40 points each). These tests will consist of 31 multiple choice, true/false (1 point each) and 3 short answer questions (3 points each). I drop your lowest Unit Exam and count the highest four (4) exam scores for your overall exam grade (160 points total). Exams will cover topics primarily from the screencast lectures in the unit "Absorb" section. Therefore, it is important to take good notes while watching/interacting with these lecture videos. Nevertheless, there is substantial overlap among the lecture screencasts, the textbook, and other "required" readings/videos found within the "Absorb" pages). Overall, using the Unit Study Guide and watching/taking notes on the lecture screencasts will give you the best examples of material that will be on the exams.

Keep in mind that if you take the first four exams and opt not to take Exam 5, then Exam 5 will be the exam that is dropped. This is the case for any exam if you miss it and take the remaining four tests. I program Canvas to drop the lowest score automatically and systematically (adjusts during the course). Likewise, if you take the first four exams and are satisfied with your overall exam grade, be careful, because if you don't take Exam 5, I enter "0", which means this exam will be the exam that is dropped, thereby incorporating or "counting" your previous lowest exam score. Thus, your grade could drop. Good rule of thumb: take all 5 exams to maximize your success potential. This systematic adjustment of dropping the lowest score also applies to your Application Assignments (see below).

Exams can be accessed by clicking on the "Quizzes" tab on the left side menu in our Canvas course. An exam will need to be taken in one sitting/session. Once you start the exam, you cannot stop and then re-start; you have one attempt at the exam. Please allow enough time to take the exam when you will have no interruptions. You will have 60 minutes to take each exam before the test times out, and you will then earn what questions you have completed; you will have a 3 ½ day window to take the exam – with

the exception of Exam 4, which will be open longer to accommodate the Thanksgiving holiday break. Tests are open notes and open book, but NOT "open-browser" or "open-friend," which will be considered cheating (see "Academic Dishonesty" section in this syllabus). Moreover, I strongly suggest preparing for the exam as if it were closed-note. Collectively, exams will be worth 160 points (40% of your course grade).

Exam Make-up Policy:

Emergency Situations. During the course of the semester, make-up exams will not be given except in cases of emergency, documented circumstances. Whether or not this rare, unusual situation excuses you from the exam is at my discretion. In these cases, you are allowed to make up the exam if I have documentation of the emergency no later than the 24 hours before or following the exam date and time. The exam must be completed within 7 days following the exam date. You get one of these opportunities per semester.

Prior Engagement. If you have a scheduled surgery, court hearing, college-related absence, or other obligation that interferes with any exam date this semester (see "Course Schedule"), you will have the opportunity to take the exam early if I receive proper documentation by Friday, August 30th. An early exam date and time will be prearranged by you and your instructor. Moreover, I will work with students with unplanned, but documented college-related absences. After the Friday, August 30th deadline, no early exams will be granted, even if proper documentation is presented.

NOTE: Again, exam make-ups will not be given for non-emergencies or unsatisfactory exam scores. However, I do drop your lowest test score. Therefore, missing one exam will not have a direct, negative impact on your grade.

Consult the exam schedule (below) for specific availability and due dates/times. In addition, the weekly unit calendars will display when exams are due. The table below outlines due dates.

Exam	Exam available on:	Due Date
Unit 1 Exam	September 10th at 6 am	September 13th at 11:59 pm
Unit 2 Exam	October 1st at 6 am	October 4th at 11:59 pm
Unit 3 Exam	October 29th at 6 am	November 1st at 11:59 pm
Unit 4 Exam	November 19th at 6 am	November 22nd at 11:59 pm
Unit 5 Exam	December 9th at 6 am	December 12th at 11:59 pm

Preparing for Exams:

- Focus on key terms, ideas, and theories. Come up with examples of how these concepts apply to your and your family's life.
- Discuss the information you learn with peers, friends, partners, and/or family members.
- Use the exam study guide to focus your studying/review.
- Take good notes while watching the lecture screencast
- Don't read a chapter over and over. One time is enough.
- Don't cram. Space out your studying, as this will aid long-term retention of material.

ASSIGNMENTS (240 points)

You will have a variety of assignments during this semester. The assignments are outlined below with general descriptions. More specific instructions, guidelines, or rubrics will be available in Canvas. For any assignments using outside sources – including lecture notes and the textbook – you are required cite the source within the text and include a reference using APA style, which was developed by social and behavioral scientists to standardized scientific writing. If you don't have much experience with APA style, please know that I provide resources in Canvas, and will work with you individually (e.g., via assignment feedback, etc.).

In addition, if you do not cite your information – even if it is in your own words (paraphrased) – this is plagiarism. Do not copy/paste from another source – this is also plagiarism. Be sure to read the "Academic Dishonesty" section in this syllabus.

Each assignment will have an amount of points assigned to it when it becomes available to you. The information below outlines the three (3) main categories of assignments you will encounter this semester. Collectively, your course assignments will comprise 60% of your course grade (240 points).

1) Expand Your Personality and related assignments (80 points; 20% of Course Grade):

The Expand Your Personality application and research assignment is your term paper. For this assignment, you will be applying three (3) personality theories to explaining/arguing how you would expand your personality. Perhaps you want to be more adventurous, less talkative, less amenable, or more outspoken. How could you change your behavior, thinking, or perceptions to achieve these goals?

The paper will be 5-7 pages in length and in APA format. More specific criteria and a rubric will be provided in Canvas, as well as specific due dates for other short and helpful "related assignments" leading up to the final draft. Nevertheless, here are the general guidelines and recommendations for Expand Your Personality:

1. Title Page (APA format, you can skip the abstract)

1. Introduction (1/2 page):
    1. What personality characteristic will you be evaluating? Why did you choose this personality characteristic?
    2. Introduce the 3 theories you will be applying

1. Theory 1 & Application (1-2 pages):
    1. Background information on theory/theorist.
    2. Application of theory to explain how you would expand your personality, with regard to the personality characteristic.
        1. What behaviors, mental states/processes, perceptions and/or other aspects of you would you need to adjust and how?
        2. At least one (1) academic, peer-reviewed article must be used to support your argument (no earlier than 2013 publication date).

1. Theory 2 & Application (1-2 pages):
    1. Background information on theory/theorist.
    2. Application of theory to explain how you would expand your personality, with regard to the personality characteristic.

1. What behaviors, mental states/processes, perceptions and/or other aspects of you would you need to adjust and how?

2. At least one (1) academic, peer-reviewed article must be used to support your argument (no earlier than 2013 publication date).

1. Theory 3 & Application (1-2 pages):

1. Background information on theory/theorist.

2. Application of theory to explain how you would expand your personality, with regard to the personality characteristic.

1. What behaviors, mental states/processes, perceptions and/or other aspects of you would you need to adjust and how?

2. At least one (1) academic, peer-reviewed article must be used to support your argument (no earlier than 2013 publication date).

1. Conclusion (1/2 page):

1. What did you learn from this experience?

2. What more would you like to know about these theories/theorists in the future?

3. Are these theories still relevant in today's society?

1. References: APA style list of references used in your paper.

NOTE: In addition, know that I (your instructor) am open to other ideas for this project; for instance, you may want to design an infographic, guide, or app (prototype) for expanding one's personality, with respect to the personality characteristic(s) you chose. Regarding the outline above, you can also reorganize it to your preference – just as long as you are providing background on 3 theories and apply each of them to expanding your personality.

Alternatively, maybe you want to do a research paper (e.g., classic literature review) or research proposal. Indeed, I want your term project to be useful and meaningful for you. If this is the case, please connect with me to explore a different route; but know, that in any case, there will be a required writing component.

2) Application Assignments (80 points; 20% of Course Grade):

There will be ten (10) Application Assignments this semester which will ask you to apply, reflect upon, evaluate, and/or analyze information based on a particular theory we are discussing in a given Unit. Each Unit will have two or three (2 or 3) Application Assignments, and they become available when the Unit becomes available in Canvas. Each Application Assignment is worth 10 points and will have specific instructions and criteria. Be sure to review the feedback I provide for improvement on future Application Assignments. Lastly, Application Assignments must be submitted in Canvas; due dates can be found on the "Course Schedule" at the end of this syllabus. Collectively, Application Assignments will be worth 80 points (top 8 of 10; 20% of your course grade).

3) Discussion Board Assignments and Other Assignments (80 points; 20% of Course Grade):

Online discussions will allow us to explore, analyze, and evaluate various psychological phenomena. Moreover, the ideas and insight we glean from each other will be invaluable to this interactive approach to examining psychological science. Discussion Board postings and participation points are awarded based on the quantity and quality of initial postings as well as responses to classmates. Specific directions for the discussion board postings are listed under the discussion thread for the week, but, in general, you will be asked to make a thoughtful response to a question, and respond to at least 3 of your

classmates' posts. Typically, all students must post their initial responses for the week by Friday at 11:59 pm of the week in which the discussion question is posted. Responses to your classmate's posts are typically due by Monday at 11:59 pm. However, there will be occasions (extended/shortened units due to holidays, etc.) where the due dates vary; when in doubt, consult the weekly unit calendar in the unit module. Please note that Canvas will not let us program two due dates for this assignment (Friday for post, Monday for replies). Likewise, the due date for the Discussion Board assignment will be set for the Friday (first post) due date, but you have until Monday to post replies to classmates. Specific guidelines for discussion board postings and responses will be made available via Canvas for you to view. There will typically be two (2) Discussion Board assignments for each Unit (7 points each).

"Netiquette": Because we will be utilizing a unique, enriching, and interactive online environment, it essential to outline some key guidelines for our discussions.

- Remember that everything you post is public, that is, we can all see what you write.
- Be sure to back up your opinions with evidence from the textbook or other reliable sources.
- No YELLING! Using bold upper-case letters is bad form, like stomping around and yelling at somebody (NOT TO MENTION BEING HARD ON THE EYE, as you can see).
- Be mindful of the fact that we will be discussing information regarding human behavior, something to which we can all relate; sensitive information may be discussed, in this context. Thus, remember that what is said in this class, stays in this class.
- Your initial posts and responses should be thought provoking comments and not derogatory or inflammatory comments meant to put the other person down.
- Avoid Repetition: For discussions, read everything in the discussion thread before replying. This will help you avoid repeating something someone else has already contributed. Acknowledge the points made with which you agree and suggest alternatives for those with which you don't.

- Review the guidelines or rubric for each discussion thread so you are aware of the expectations.
- Be sure that your posts and responses to other posts remain on-topic. You can certainly share stories and experiences—again, we are studying human personality —but ensure that they are relevant to the topics or issues.
- Edit your responses before you post it to avoid grammatical errors, run-on sentences, and other issues that may make your response difficult to read and comprehend.

Note: Additional class assignments may be announced/assigned this semester that are not officially outlined in this syllabus. However, the quantity and point-value of these "low-stakes" assignments will not significantly alter the course requirement distribution percentages.

Late/Missed Assignment Policy:

Late assignments will not be accepted for full credit except in cases of unusual and documented circumstances. Exceptions are allowed only if the emergency occurred between 24 hours prior and 24 hours after the assignment due date and time. Moreover, I must have documentation of the emergency. In these rare cases, the instructor and student will establish an appropriate due date, based on the nature of the emergency. Priorities for exceptions are truly unusual and unavoidable situations. Thinking an assignment is due on a different date, coursework for other classes, work schedules, etc. are not considered unusual circumstances. For non-emergencies, there will be a 20% deduction for every 24 hours the assignment is late. Please make every effort to submit assignments on time.

Also, please consider the following:

SLCC students are adults and many have complicated lives--work (often multiple jobs), families, other commitments. Likewise, I commend and appreciate your decision to make SLCC an important part of your life. However, neither I nor any other instructor I know wants to be put in a position where we have to make a determination about which student's reason for missing or late assignments, lack of participation, etc. is valid/invalid and certainly not whether one student's reason is "more" valid than another student's. I have had students who are experiencing homelessness, had health crises, students whose family members have had health crises, and students who have had deaths in families, serious car accidents, etc. It's part of SLCC's mission that students be responsible for their own education--it's built into our core values. Therefore, students decide when they need to miss assignments, which is as it should be. However, knowing that students have complicated lives, I've built flexibility into the course. That way, all students have the exact same opportunities for success. (That consistency in the course is critical both to meet legal requirements and to maintain the standards required by a college course.) The flexibility, in this course, involves a couple extra credit opportunities (toward end of semester) late assignment policy, and dropping the lowest score(s) on some assignments and assessments.

Course Grading:

There are 4 main components of your final course grade amounting to a maximum of 400 possible pts:

Component Percentage of final grade Points

Exams (40 pts. each; top 4 of 5 Unit Exams) 40% 160

Expand Your Personality (and related assignments) 20% 80

Application Assignments (10 pts. each; top 8 of 11) 20% 80

Discussion Boards and Other Assignments 20% 80

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: https://slcc.instructure.com/courses/530981/pages/institutional-syllabus. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

How to Navigate to Canvas

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab: https://slcc.instructure.com/courses/530981/pages/institutional-syllabus. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Online Tutoring

Students at SLCC have access to online tutoring through Canvas. From your Canvas course click Online Tutoring in the course navigation and follow the steps to set up an

appointment. If this is your first time using the Online Tutoring we recommend you click "Take a Tour" to familiarize yourself with the service.

Note that students only receive 480 minutes of tutoring time each semester. After that we encourage you to use the resources found through this link: https://www.slcc.edu/tutoring/index.aspx

If you have any additional questions reach out to elearningsupport@slcc.edu.

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link: https://slcc.instructure.com/courses/530981/pages/institutional-syllabus

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

SLCC Student Academic Calendar

Additional Class Policies

Also, please consider the following:

SLCC students are adults and many have complicated lives--work (often multiple jobs), families, other commitments. Likewise, I commend and appreciate your decision to make SLCC an important part of your life. However, neither I nor any other instructor I know wants to be put in a position where we have to make a determination about which

student's reason for missing or late assignments, lack of participation, etc. is valid/invalid and certainly not whether one student's reason is "more" valid than another student's. I have had students who are experiencing homelessness, had health crises, students whose family members have had health crises, and students who have had deaths in families, serious car accidents, etc. It's part of SLCC's mission that students be responsible for their own education--it's built into our core values. Therefore, students decide when they need to miss assignments, which is as it should be. However, knowing that students have complicated lives, I've built flexibility into the course. That way, all students have the exact same opportunities for success. (That consistency in the course is critical both to meet legal requirements and to maintain the standards required by a college course.) The flexibility, in this course, involves a couple extra credit opportunities (toward end of semester) late assignment policy, and dropping the lowest score(s) on some assignments and assessments.